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Standards for Elementary  
Schools of North Carolina.

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EDUCATIONAL PUBLICATION No. 140—DIV. OF SCHOOL INSPECTION No. 38

STANDARDS  
FOR THE  
ELEMENTARY SCHOOLS  
OF  
NORTH CAROLINA  
1929-30

SUSAN FULGHUM  
*Inspector of Elementary Schools*



PUBLISHED BY THE  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, N. C.

## INTRODUCTION

We are reprinting in this Bulletin the general specifications for standard elementary schools. These standards were approved five years ago by a large committee of superintendents, principals and teachers and by representatives of some of the institutions of higher learning. They have been administered over this period by Miss Susan Fulghum of the State Department of Public Instruction.

These are merely minimum standards and represent the very least in general conditions, teaching staff and material equipment that should go into an elementary school. Of course these minimum statements would include adequate provisions for the operation of the entire course of study in all the grades as well as the general organization of the school. Many schools, both rural and city, now go far beyond the statements included within this Bulletin.

There is appended certain statistics relative to standard schools together with a list of such schools as were rated as standard at the close of the school year 1928-29. The State Department of Public Instruction at the beginning of this plan agreed to print such a list at the close of each year. The rapidity with which these schools have increased should be very gratifying to all friends of the elementary school.

The members of the State Department of Public Instruction are very grateful for the fine coöperation on the part of superintendents, supervisors, and teachers in this work, and for the many courtesies which have been extended by them to Miss Fulghum as the representative of this department.



*State Superintendent of Public Instruction.*

# Standards for Elementary Schools

## CLASSES OF STANDARD SCHOOLS

Two groups of standard elementary schools have been worked out. In each group are two classes. These are:

Group I—Class A and Class B.

Group II—Class A and Class B.

The requirements for these groups are as follows:

### GROUP I—CLASS A

1. A seven-year course of study, including required subjects.\*
2. Length of Term. Nine months or 180 days, exclusive of holidays.
3. Number of Teachers. At least fourteen whole-time teachers.
4. Qualification of Teachers.† The majority of teachers must hold Primary and Grammar Grade Certificates. No teacher shall hold a certificate lower than an Elementary Class A. Teachers holding High School Certificates may teach only in grades four to seven.
5. Attendance. At least 450 pupils in average daily attendance. (This will be modified as needed in accordance with the interpretation of the new school legislation.)

The number of pupils per teacher should not exceed forty pupils in average daily attendance.‡

#### 6. Equipment:

- a. At least three sets of supplementary readers (20 copies in a set)§ for each grade.
- b. Required number of maps and a globe at least 12" in diameter.
- c. Dictionaries owned by all pupils in grades five to seven, or at least two dozen dictionaries (owned by school) for each grade—five to seven.¶  
A teacher's desk dictionary in each grade—four to seven.  
One unabridged dictionary for use in grades four to seven.
- d. A working library of at least 700 volumes, including required subjects.
- e. Special equipment for primary work.

#### 7. Required permanent records.

#### 8. An adequate, sanitary building.

\* In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

† The qualifications of teachers will probably be raised for the year 1930-31; certainly in a few years.

‡ While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school. If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

§ Two sets of 10 each are accepted for one of the sets—if desired.

¶ Dictionaries are recommended for the fourth grade.

## GROUP I—CLASS B

1. A seven-year course of study, including required subjects.\*
2. Length of Term. Nine months or 180 days, exclusive of holidays.
3. Number of Teachers. At least eight whole-time teachers.
4. Qualification of Teachers.† The majority of teachers must hold Primary and Grammar Grade Certificates. No teacher shall hold a certificate lower than an Elementary Class A. Teachers holding High School Certificates may teach only in grades four to seven.
5. Attendance. At least 240 pupils in average daily attendance. (This will be modified as needed in accordance with the interpretation of the new school legislation.)  
The number of pupils per teacher should not exceed approximately forty pupils in average daily attendance.‡
6. Equipment:
  - a. At least three sets of supplementary readers (20 copies in a set)§ for each grade.
  - b. Required number of maps and a globe at least 12" in diameter.
  - c. Dictionaries owned by all pupils in grades five to seven, or at least two dozen dictionaries (owned by school) for each grade—five to seven.¶  
A teacher's desk dictionary in each grade—four to seven.  
One unabridged dictionary for use in grades four to seven.
  - d. Library of at least 500 volumes, including required subjects.
  - e. Special equipment for primary work.
7. Required permanent records.
8. An adequate, sanitary building.

## GROUP II—CLASS A

1. A seven-year course of study, including required subjects.\*
2. Length of Term. Eight months or 160 days, exclusive of holidays.
3. Number of Teachers. At least eight whole-time teachers.
4. Qualification of Teachers.† The majority of teachers must hold Primary and Grammar Grade Certificates. No teacher shall hold a certificate lower than Elementary Class A. Teachers holding High School Certificates may teach only in grades four to seven.

\* In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

† The qualifications of teachers will probably be raised for the year 1930-31; certainly in a few years.

‡ While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils. If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

§ Two sets of 10 each are accepted for one of the sets—if desired.

¶ Dictionaries are recommended for the fourth grade.

5. Attendance. At least 240 pupils in average daily attendance. (This will be modified as needed in accordance with the interpretation of the new school legislation.)

The number of pupils per teacher should not exceed approximately forty pupils in average daily attendance.‡

6, 7, and 8. Same as in "Group I—Class B" above.

#### GROUP II—CLASS B

1. A seven-year course of study, including required subjects.\*

2. Length of Term. Eight months or 160 days, exclusive of holidays.

3. Number of Teachers. At least seven whole-time teachers.

4. Qualification of Teachers.† All teachers must hold at least Elementary A Certificates. Teachers holding High School Certificates may teach only in grades four to seven.

5. Attendance. At least 205 pupils in average daily attendance. (This will be modified as needed in accordance with the interpretation of the new school legislation.)

The number of pupils per teacher should not exceed approximately forty pupils in average daily attendance.‡

6. Equipment:

a. At least three sets of supplementary readers (20 copies in a set)§ for each grade.

b. Required number of maps and a globe at least 12" in diameter.

c. Dictionaries owned by all pupils in grades five to seven or at least two dozen dictionaries (owned by school) for each grade—five to seven.¶

A teacher's desk dictionary in each grade—four to seven.

One unabridged dictionary for use in grades four to seven.

d. A working library of at least 300 volumes, including required subjects.

e. Special equipment for primary work.

7. Required permanent records.

8. An adequate, sanitary building.

\* In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

† The qualifications of teachers will probably be raised for the year 1930-31; certainly in a few years.

‡ While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils. If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

§ Two sets of 10 each are accepted for one of the sets—if desired.

¶ Dictionaries are recommended for the fourth grade.

## COURSE OF STUDY

A unified, carefully graded course of study is essential to effective work. The law requires the teaching of certain fundamental subjects as they are arranged, by grades and outlined in the State Course of Study, in all seven-year elementary schools. The curriculum of an elementary school which follows the State Course of Study will be approved.

Every effort should be made to strengthen and supplement the work, and to broaden and enrich the curriculum to meet the needs of the pupils in giving them the fundamentals of an education.

### Textbooks.

The State adopted textbooks are required by law to be used in all the elementary schools of the State.

### Required Subjects.

The course of study should include:

English (Reading, Language, and Spelling)—grades one to seven; Arithmetic—grades one to seven; Geography—grades four to seven; History (including North Carolina History in the sixth grade)—grades five to seven.

The amount of time specified is required to be given to the following subjects:

Health and Physical Education\*—grades one to seven, 120 minutes per week.

Writing†—grades one to six, 75 minutes per week; grade seven, 45 minutes.

Music‡—grades one to seven, 75 minutes per week.

Art—grades one to seven, 60 minutes.

### Amount of Work Required by Grades.

The State Course of Study is to be used as the basis of classification of pupils and as outlining by grades the work in each subject.

### Standard Tests.

It is urgently recommended that schools employ measurements as an aid in determining the results of teaching and the ability to learn. Intelligence Tests, and Standard Achievement Tests should be used as a help in the classification of pupils, to reveal individual needs and to indicate the progress of the class.

\* Health is a required subject in all grades, one to seven. At least 60 minutes per week should be given to this subject in all grades, and at least 60 minutes to physical education.

Health Texts are required in grades five and six; their use is optional in grades four and seven. When the texts are not used in grades four and seven it is recommended that the school own some Health books—at least 12 books for each of these grades. These books may be included in the library or the sets of supplementary readers.

† Less time may be given if pupils measure up to grade standard on a standard writing scale.

‡ Music Texts are required in grades two to seven. If the pupils do not own them, the school is required to own at least two sets of State adopted texts (30 copies each) to be used from grade to grade.

### Completion of a Standard Elementary School.

This includes satisfactory completion of the prescribed seven-year course of study in English, Arithmetic, Geography and History, with the specified amount of time devoted to Health and Physical Education, Writing, Music and Art Education.

Pupils completing the course in a standard elementary school should be issued Certificates of Completion which will entitle them to enter a standard high school without examination.

### SUGGESTED TIME DISTRIBUTION TABLE

The time allotments given below are offered as tentative bases for the work. The distribution of time should be determined by the needs of the children. The use of large units of work with provision for children's interests and enriched experiences will often call for a combination of subjects and the reorganization of the materials of instruction, as needed to carry these on.

Directed study should be a vital part of the classroom work.

SUBJECTS	GRADES—MINUTES PER WEEK						
	I	II	III	IV	V	VI	VII
English:							
Reading and Literature	550	525	400	300	225	200	
Language	100	100	150	175	175	200	400*
Spelling	50†	75	75	100	100	100	
Writing‡	75	75	75	80	80	75	50
Arithmetic	50	100	150	200	200	200	240
Geography (including North Carolina Geography)	—§	—§	50	150	160	180	240
History (including North Carolina History in sixth grade)	—§	—§	—§	50	120	160	240
Health and Physical Education	150	150	150	150	150	150	150
Art Education (Fine and Industrial Arts)	75	75	75	90	90	90	60¶
Music	75	75	75	80	80	80	80

### RECORDS AND REPORTS

#### Pupil's Individual Permanent Record.

All standard elementary schools are required to keep a complete, accurate, accumulative scholastic and attendance record for each child, including his final standing and location by grade. The individual record sheets of the register should be detached, placed in envelopes at the end of the year and permanently filed. A supply of individual manila envelopes may be purchased from Barrett Printing Co., Wilson, N. C. Only one envelope will be needed for each pupil as long as he remains in school.

#### Annual Report.

A preliminary report at the opening of school and an annual report to the State Superintendent of Public Instruction are required of all standard schools.

\* English includes Reading, Language, and Spelling. † Last half of term.

‡ Less time should be given by students measuring up to grade standard on a Standard Writing Scale.

§ Frequently included in language work and opening exercises. At other times special periods are used.

¶ Additional time ( $1\frac{1}{2}$  to 2 hrs.) should be added if industrial and practical arts are taught.

## EQUIPMENT

### SUPPLEMENTARY READERS

Easy, interesting supplementary reading material should be selected, including children's literature, geography and travel, history, biography, science. Lists of supplementary readers for each grade, including books recently published or especially recommended, will be furnished by the State Department of Public Instruction.

### DICTIONARIES

A list giving the dictionaries, approved by the Textbook Commission, will be sent to all schools.

### MAPS AND GLOBE

Effective teaching of Geography and History requires not only reference and supplementary reading material, but an adequate number of maps and charts, together with the constant use of a globe. The requirements for use in grades four to seven are as follows:

#### Globe.

At least 12" in diameter (preferably a suspension globe).

#### Maps.

##### A. Physical Series:

World on Mercator's Projection	Asia
United States	Africa
North America	Australia
South America	Eastern Hemisphere
Europe	Western Hemisphere

At least five of the above are required.

##### B. Blackboard Outline Series:

At least three under A above are required.

##### C. Political Series:

At least seven maps under A are required.

Also good map of North Carolina.

##### D. Historical Series; Atlas:

An atlas and a good series of charts for American History are recommended, not required.

Each map should be mounted on a spring roller with a board back, or in an individual or group case.

## LIBRARY

### Requirements.

A carefully selected, well organized library is vital to the success of the work of a school. The number of library books required in standard schools is: Group I—Class A, 700 volumes; Group I—Class B, 500 volumes; Group

Note: See bulletin, "List of Library Books for Elementary Schools," and "Library Supplement for 1929," issued by State Department of Public Instruction. Books on all subjects are given by grades.

II—Class A, 500 volumes; Group II—Class B, 300 volumes. The library must include:

- 100 volumes of literature for children.
- 20 volumes of poetry.
- 50 volumes of reference and supplementary material in geography (including travel, exploration, discoveries, industries, inventions, nature and science)—for use in grades four to seven.
- 50 volumes of reference and supplementary material in history and civics (including biography)—for use in grades four to seven.
- 15 volumes, including books on art, music and health.

Suitable books for the primary grades should be included in the library,—at least 20 of these should be placed in each classroom of grades one to three as grade libraries. Grade libraries are recommended for all grades.

A low bookcase or shelving should be provided in each classroom and a reading table is urgently recommended.

**Magazines:** Schools are urged to subscribe to several children's magazines, especially the National Geographic. (List is printed in Library Supplement for 1929.)

#### Use of Library.

**Loan System:** A charging system should be kept, preferably by means of cards. (See State Bulletin, "List of Library Books for Elementary Schools," pages 8 and 9. Supplies may be purchased from Gaylord Bros., Syracuse, N. Y.)

Records: The following records and information should be kept:

1. Accurate and up-to-date accession record of all the books in the library in a Standard Accession Book.\*
2. Number of volumes in library—(a) at beginning of year; (b) number added during year; (c) total number to date.
3. Record of use of library†—total number of borrowers; total number of volumes loaned during the year.
4. Grade libraries—number of books distributed to each grade.
5. A permanent record of each pupil's library reading.
6. Amount of money spent for new books—there should be an annual library appropriation.
7. Number of magazines taken.
8. Record of library service—time given per week by teacher-librarian or regularly employed librarian.

**Classification:** The books in the library should be classified by standard library classification. The book "School Library Management," (latest edition) by Martha Wilson, published by H. W. Wilson Co., White Plains, New York, price \$1.25, gives full information in regard to library organization. Such a book should be in all schools.

\* This is a numerical list of the books in the library in the order in which they are added to the library. This list should be kept in a separate book from the high school list. A Standard Accession Book of one thousand lines may be purchased from Gaylord Bros. Price \$1.25.

† The total number of borrowers consists of the total number of children who borrowed books. The total circulation is obtained by counting the total number of times each book was loaned. Count the book cards at the close of each day before filing them. This gives the total number of books loaned each day. The total for the month and the year is compiled from the daily record. A book designed for keeping this record (entitled "Record of Books Borrowed") may be bought from Gaylord Bros. Price 40 cents.

**Library Room.**

Standards for a library room and equipment are given in Bulletin No. 5, Vol. 10, issued by the State Library Commission. Adequate shelving should be provided. In the library room, the elementary books should be shelved apart from the high school books.

**SPECIAL PRIMARY EQUIPMENT**

Special equipment is necessary for effective work in the primary grades. The minimum amount required is as follows:

**I. General Equipment.**

The following are required:

1. Recitation chairs (15 to 20) in each first grade classroom.
2. Grade library (at least 20 books) in each classroom—one to three.
3. Printing press (large type for charts) and a supply of tagboard.

**II. Reading Equipment.**

The following are required: (Materials may be prepared by teachers or bought.)

1. Set of Phrase Cards for first basal primer and first reader.\*
2. Set of Word Cards for first basal primer and first reader.†
3. Complete set of Phonic Cards for the phonic facts to be taught in the first, second, and third grades.
4. Silent Reading Material—for use in grades one to three—including some of the following:  
Action Sentences; Directions; Questions; Completion Exercises; Silent Reading Lessons; Informal Tests.

5. Seatwork Material—for use in grades one to three—including some of the following:

Phrases and Word Cards for Sentence Building; Word Matching—Self Verifying Busy Work; Silent Reading Seatwork—Stories, Projects to Illustrate, Language Work, Picture Building; Classifying Words. (Suggested lists of materials will be furnished.)

Note. Informal tests and exercises, based on reading materials in use, make excellent checks on silent reading carried on independently. These can be easily prepared. For various types, see Twenty Fourth Year Book, Part I, Public School Publishing Co., Bloomington, Ill., \$1.50; Practice Exercises and checks on Silent Reading in the Primary Grades, Bureau of Publications, Columbia University, N. Y., \$0.35; Second Year Book, Department Elementary School Principals, N. E. A., Washington, D. C., \$1.00; Gates, The Improvement of Reading, Macmillan Co., \$1.80.

**III. Arithmetic Equipment.**

Some materials under each of the following heads are required:

1. Objects for counting and grouping: Splints (1,000 or more—4" to 5"); Numeral Frame; Blocks; Beads.
2. Measures: Rulers (1 dozen each grade); Yard Sticks (one each grade); One Set Liquid Measures for use in grades one to three.
3. Number Cards and Games—for combinations and four fundamental

\* Materials for the first basal primer and first reader (*Playtime and Good Times*) published by Newson & Co., New York, are accepted for this requirement.

† Sentence strips, phrase and word cards for the second basal primer and first reader (*Story and Study Readers*) published by Johnson Co., Richmond, are recommended.

processes; seatwork materials for combinations and fundamental processes. (Materials can be prepared by teachers.)

#### IV. Materials for Drawing, Cutting, Construction.

The following are required:

Scissors—at least four dozen pair for use in grades one to three.

Manila Drawing Paper—adequate supply for each grade (one to three). Crayola—a box per child (grades one to three).

Newspaper Paper (unprinted)—adequate supply for first and second grades.

Note: Children may pay for use of these materials.

#### Recommended:

Easels, Paints, Brushes, Papers, etc.

Blocks, Clay and Plasticene.

Tools—small, strong saws; small, large-headed hammers; nails, varying sizes; tacks; 1 vise; 1 screwdriver; coping saw.

#### V. Equipment for Written Work—Recommended:

Uniform materials for all written work (paper of proper width ruling and pencils of proper size) are recommended. Schools can easily order these materials and sell them to pupils.

Grade I: Paper—(a) Unruled, unglazed, (unprinted newspaper paper)—first used. Suggested size of sheets 5"x20". Teacher may fold two-inch creases for lines.

(b) Wide-ruled unglazed paper—one-inch ruling.

Pencil—medium size; soft, large lead.

Grade II: Paper—unglazed; five-eighths-inch ruling. Pencil—ordinary size, medium soft, large lead.

Grade III: Paper—(a) Rough surface; one-half-inch ruling.

(b) Quality that will take ink well; one-half-inch ruling.

Pencil—ordinary size, medium soft.

Penholder—medium size, with cork or rubber tip.

Pen—with rounded point.

#### ADDITIONAL EQUIPMENT RECOMMENDED

(Grades One to Seven)

##### I. General Equipment.

United States Flag (large size for flag pole, small one for each grade).

North Carolina Flag.

Recitation chairs for second and third grades.

Phonograph and suitable records; Piano.

Pictures: Copies of great pictures—for schoolroom and picture study.

Mother Goose pictures by Jessie Wilcox Smith.

Scales for weighing pupils.

Bulletin Board; Sand Table; Aquarium; Playground Apparatus.

##### II. Standard Tests.

Intelligence Tests.

Achievement Tests in subjects.

## BUILDING

A modern, sanitary building should be provided, including:

An adequate number of classrooms of proper size, properly lighted, properly heated, and well ventilated.

At least a seat of suitable size for every child in average daily attendance; adequate blackboard facilities; adequate, well ventilated cloakroom space; and adequate library facilities.

Sanitary water supply with drinking and lavatory facilities; sanitary toilet facilities.

The building and grounds should be kept in good condition.

**NOTE: Building Standards.** Water supply and sewage disposal are to be approved by the State Board of Health.

A statement of modern building standards has been prepared by the Division of Schoolhouse Planning, State Department of Public Instruction. Every effort should be made to meet these requirements.

## STANDARD ELEMENTARY SCHOOLS

### I. PROGRESS MADE IN FOUR YEARS

	A. Number of "Possible" Standard Schools:		B. Number of Standard Schools:	
	1924-25	1928-29	1924-25	1928-29
County	270	445	County	26
Charter	185	188	Charter	30
Total	455	633	Total	56
				326

**"Possible" Standard Schools**—The work has been carried on for five years. In 1924-25, there were 270 county schools and 185 special charter schools, making a total of 455 schools which had seven or more teachers and an eight months term. This year there are 445 county schools and 188 special charter schools, a total of 633 schools, meeting these two requirements.

**Standard Schools**—In 1924-25, there were 26 county schools which met all requirements for standardization. Each year splendid progress has been made, and today there are 208 county schools which are standard. In 1924-25, there were 30 special charter schools which became standard. This year there are 118 standard schools, making the total for the State 326 accredited schools.

### II. REPORT OF LIBRARIES IN STANDARD SCHOOLS

A. Number of Volumes in Libraries:	B. Circulation Record for 1928-29:			
	1924-25	1928-29	Total No. Borrowers	Total No. Vols. Loaned
County	10,800	113,627	County	69,864
Charter	18,500	165,758	Charter	59,267
Total	29,300	279,385	Total	129,131
				1,200,896

**III. RURAL STANDARD ELEMENTARY SCHOOLS  
FOR 1928-29**

COUNTY	SCHOOL	GROUP	CLASS	COUNTY	SCHOOL	GROUP	CLASS
Alamance				Davie			
Elmira		II	B	Shady Grove		II	B
Anson				Duplin			
Polkton		II	B	Faison		II	B
Bertie				Kenansville		II	B
Aulander		II	A	Magnolia		II	B
Windsor		II	B	Wallace		II	A
Brunswick				Warsaw		II	A
Southport		II	B	Durham			
Buncombe				Bethesda		II	A
Barnardsville		II	B	Braggtown		II	A
Biltmore		I	B	Lowe's Grove		II	A
Black Mountain		I	A	Mangum Township		II	A
Candler		II	B	Oak Grove		II	B
Emma		II	B	Edgecombe			
Fairview		II	B	Crisp		II	B
Flat Creek		II	A	Macclesfield		II	B
Grace		I	A	Pinetops		II	B
Haw Creek		II	B	Forsyth			
Leicester		II	B	Clemmons		II	A
Oakley		II	B	Griffith		II	A
Sand Hill		II	B	Kernersville		II	A
Swannanoa		II	A	Lewisville		II	A
Valley Springs		II	A	Mineral Springs		II	A
Weaverville		II	A	Old Richmond		II	A
West Buncombe		II	B	Old Town		II	A
Woodfin		I	A	Rural Hall		II	B
Burke				Sedge Garden		II	B
Drexel		II	B	Walkertown		II	A
Valdese		II	B	Gaston			
Cabarrus				Belmont		I	A
Harrisburg		II	B	North Belmont		I	A
Hartsell		II	B	Lowell		II	A
McIver (Kannapolis)		II	A	Mount Holly		I	A
Caldwell				Myrtle		II	B
Hudson		II	B	Ranlo		II	A
Carteret				Stanley		II	B
Newport		II	A	Victory		I	B
Catawba				Gates			
Longview		II	A	Hobbsville		II	B
West Hickory		I	B	Granville			
Columbus				Creedmoor		II	A
Acme Delco		II	B	Stem		II	B
Cerro Gordo		II	B	Stovall		II	B
Chadbourn		II	A	Wilton		II	B
Evergreen		II	B	Greene			
Hallsboro		II	B	Hookerton		II	B
Tabor		II	B	Maury		II	A
Whiteville		II	A	Snow Hill		I	B
Craven				Walstonburg		II	A
Dover		II	A	Guilford			
Jasper		II	B	Bessemer		II	B
Cumberland				Colfax		II	B
Massey Hill		II	B	Gibsonville		II	A
Seventy First		II	B	Guilford Public		II	A
Davidson				Jamestown		II	B
Churchland		II	B	Nathanael Greene		II	B

**RURAL STANDARD ELEMENTARY SCHOOLS FOR  
1928-29—Continued**

COUNTY	SCHOOL	GROUP	CLASS	COUNTY	SCHOOL	GROUP	CLASS
Pleasant Garden		II	A	Matthews		II	A
Stokesdale		II	B	Oakhurst		II	A
Summerfield		II	A	Paw Creek		II	A
Sumner		II	B	Pineville		II	A
Harnett				Thomasboro		II	B
Dunn		I	B	Mitchell			
Erwin		II	A	Bakersville		II	A
Lillington		II	B	Harris (Spruce Pine)		I	B
Haywood				Montgomery			
East Waynesville		II	B	Candor		II	B
Hazelwood		I	B	Mount Gilead		II	B
Lake Junaluska		II	B	Star		II	B
Waynesville		II	B	Troy		II	A
Henderson				Nash			
Balfour		II	B	Bailey		II	B
East Flat Rock		II	A	Benvenue		II	B
Fletcher		II	A	Middlesex		II	A
Mill's River		II	B	Nashville		II	A
Hoke				Red Oak		II	B
Raeford		I	B	Whitakers		II	B
Iredell				Williford		II	B
Monticello		II	B	Orange			
Sharon		II	B	Hillsboro		II	A
Troutman		II	B	Pender			
Jackson				Burgaw		II	A
Cullowhee		II	B	Topsail		II	B
Sylva		II	A	Perquimans			
Jones				Hertford		I	B
Pollocksville		II	B	Pitt			
Lee				Bethel		I	B
Jonesboro		II	B	Fountain		II	A
Lenoir				Winterville		II	A
Contentnea		II	A	Polk			
La Grange		I	B	Columbus (Stearns)		II	B
Pink Hill		II	B	Richmond			
Southwood		II	A	Ellerbe		II	A
Macon				Robeson			
Franklin		II	B	Fairmont		I	B
Madison				Red Springs		II	B
Marshall		II	A	Saint Pauls		II	A
Mars Hill		II	B	Rockingham			
Walnut		II	B	Bethany		II	A
Martin				Burton Grove		II	B
Oak City		II	A	Draper		II	A
Williamston		II	A	Mayodan		II	B
McDowell				Ruffin		II	A
Clinchfield		I	B	Stoneville		II	B
East Marion		I	B	Rowan			
Old Fort		I	B	China Grove		II	A
Pleasant Garden		I	B	Landis		II	B
Mecklenburg				Woodleaf		II	B
Berry Hill		II	A	Rutherford			
Cornelius		II	A	Alexander		II	B
Derita		II	B	Caroileen		I	B
Hoskins		II	B	Cliffside		I	A
Huntersville		II	A	Ellenboro		II	B
Long Creek		II	A	Forest City		I	A

**RURAL STANDARD ELEMENTARY SCHOOLS FOR  
1928-29—Continued**

COUNTY	SCHOOL	GROUP	CLASS	COUNTY	SCHOOL	GROUP	CLASS
Henrietta		I	B	Wake		II	A
Rutherfordton		I	B	Apex		II	A
Spindale		I	A	Cary		II	A
Sampson				Fuquay Springs		II	A
Salemburg		II	B	Garner		II	A
Stanly				Green Hope		II	B
Oakboro		II	A	Holly Springs		II	B
Swain				Knightdale		II	B
Bryson City		II	B	Millbrook		II	B
Transylvania				Wakelon		II	B
Brevard		II	A	Wendell		II	A
Rosman		II	B	Willow Springs		II	B
Union				Wayne			
Benton Heights		II	A	Brogden		II	A
Marshville		II	B	Eureka		II	A
Wingate		II	B	Nahunta		II	B
Vance				Pikeville		II	A
Zeb Vance		II	A	Rosewood		II	B

**IV. SPECIAL CHARTER STANDARD SCHOOLS FOR  
1928-29**

SPECIAL CHARTER SCHOOLS	GROUP	CLASS	SPECIAL CHARTER SCHOOLS	GROUP	CLASS
Albemarle	I	A	Seversville	I	B
Asheboro	I	A	Villa Heights	I	A
Asheville			Wilmore	I	B
Asheland and Murray	I	B	Fairview (Negro)	I	B
Aycock	I	A	Morgan (Negro)	I	B
Claxton	I	A	Cherryville		
Montford	I	B	Primary and Grammar	II	A
Newton	I	B	Durham		
Orange	I	B	East Durham	I	A
Park	I	B	Edgemont	I	A
Rankin	I	B	Fuller	I	A
Vance	I	A	Lakewood	II	B
Beaufort	I	B	Morehead	I	A
Benson	II	B	North Durham and Watts	I	A
Burlington			West Durham (North)	I	A
Broad Street, Maple Ave. } and Fisher Street. } I A			West Durham (South)	I	B
Charlotte			Elkin	II	B
Pennsylvania Ave. and } North Canton } I A			Franklin	I	A
Bethune	I	A	Fremont	I	B
Dilworth	I	A	Gibson	II	B
D. H. Hill	I	A	Goldsboro		
Elizabeth	I	A	Virginia St. and Walnut		
First Ward	I	A	St. Primary and Wil-		
Myers Park	I	B	liam St. Grammar	I	A
Plaza Road	I	B	Greensboro		
Third Ward	I	B	Aycock and Simpson	I	A
			Caldwell and Spring St.	I	A
			Clara Peck	I	A
			McIver	I	A

**SPECIAL CHARTER STANDARD ELEMENTARY SCHOOLS  
1928-29—Continued**

SPECIAL CHARTER SCHOOLS	GROUP	CLASS	SPECIAL CHARTER SCHOOLS	GROUP	CLASS
Pomona	I	A	North Wilkesboro	I	A
Thomas A. Hunter	I	B	Oxford	I	A
Greenville			Grammar School	II	B
Evans St., Intermediate,			Pilot Mountain		
Model and West	I	A	Raleigh		
Greenville			Murphy	I	A
Hamlet			Reidsville		
Hamlet Avenue	I	A	Franklin St.	I	A
Vance Street			Rockingham		
Hendersonville	I	A	Grammar School and		
Hickory			Great Falls	I	A
North	I	B	Rocky Mount		
South	I	B	Bassett	I	B
West	I	B	Battle	I	B
High Point			Edgemont	I	A
Ada Blair	I	A	West	I	A
Elm St.	I	A	Wilkinson	I	B
Emma Blair	I	A	Sanford		
Johnson St.	I	B	McIver	I	A
Oak Hill	I	B	Salisbury		
Kay St. and Main St.	I	A	Innes St.	I	A
Kinston			Henderson	I	B
Harvey	I	A	Frank B. John	I	A
Lewis	I	A	Wiley	I	A
Madison	II	B	Shelby		
Marion	I	B	Morgan	I	B
Maxton	II	B	Spring Hope	II	A
Mebane	I	B	Statesville		
Monroe	I	A	Avery Sherrill and East	I	A
Mooresville			South	I	A
South	I	A	Tarboro	I	A
Park View	I	B	Tryon	I	B
Morehead	I	A	Weldon	I	B
Morganton	I	A	Wilmington		
Mount Airy			Hemenway	I	A
North Main St. and			Tileston	I	A
Rockford	I	A	Cornelius		
Mount Olive	I	B	Harnett	I	B
New Bern			Winston		
Central, Ghent and			Central Park	I	A
Riverside	I	A	East and Skyland	I	A
Newton			Fairview, N. Primary,		
Primary and Grammar			N. Grammar	I	A
School	I	A	Granville	I	A
			Wiley	I	A

**"SPECIAL RECOGNITION LIST"**

Schools Meeting all Requirements for Standard Schools—*Except Attendance*

COUNTY	SCHOOL	CITY	SCHOOL
Henderson	Edneyville	Greensboro	South Buffalo
Hertford	Harrellsville		
Madison	Beach Glen		

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